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ABSTRACT

An experiment is proposed which will study the advantages of satellite technology as a means for the standardization of teaching methodology in an attempt to socially integrate the rural Alaskan native. With "Man: A Course of Study" as the curricular base of the experiment, there will be a Library Experiment Program for Adults using print and nonprint materials and a Library Experiment Program for Children as a parallel nonclassroom learning experience. Both programs will support the educational approach of child, parent, and professional in merged interaction. Evaluation of this experiment will consist of the extent of participation in the satellite classroom session, pre- and postattitudinal surveys, direct evaluation by teachers, the number of participants in a satellite parent-teacher exchange, and the number of requests for resource materials and the frequency of their use in teaching the course. The experiment is planned for February 1973 through June 1975. A list of job descriptions for key personnel is included, plus a budget for both the developmental and operational phases. (Author/KKC)

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ATS-F AND MAN A COURSE OF STUDY: AN EXPERIMENT IN SATELLITE APPLICATION TO STATEWIDE INSTRUCTIONAL METHODOLOGY

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ATS-F AND MAN A COURSE OF STUDY: AN EXPERIMENT IN SATELLITE APPLICATION TO STATEWIDE INSTRUCTIONAL METHODOLOGY

The vast silence of Alaska stretches over 600,000 square miles, Small shed and shack communities huddle desolately at the ocean's edge, line riversides and are separated, by climatic and geographic barriers, forbiding all concourse. Isolated in space and time, Alaskan natives are isolated too: by a multi-language base; a differing concept of social structures; and an existing cultural pattern of non-communication among ethnic groups over geographic regions. Athabascans won't talk to Eskimos, Eskimos won't talk to Aleuts, Tligits and Haida look down on the other groups. Superimposed on this history of non-communication among native people is the dominant white man; civilization and technology.

A creative use of telecommunication systems in Alaska toward social integragation, may be perhaps one of the most exiciting potenialities which ATS-F may offer. The enormous investment in aero-space research has little significance to the every day life of a people living a life style little changed for thousands of years. To make the Alaskan population participants in a contemporary American context, the application of this research to communication systems can propel their lives from yesterday to now.

Rural Alaskan education might be characterized as instruction in a vacum. Cut off from professional contact for months at a time, grossly limited by a lack of educational resources and materials, relying often on a textbook-based rote pattern of repeat; the bush teacher is often stifled and therefore stifling.

The education of the Alaskan native child, too, often fails to fully exploit the rich heritage of a highly successful adaptive culture; the role of parents as educators has diminished; and in a time of social transition, the positive aspects of native idenity are not recognized as their particular mode of evolving humanity.

Physical isolation becomes psychological isolation. Native children and their parents are not joined with the educational forces of the 20th century in a shared recognition that learning overcomes alienation; and that the "place" of the Alaskan native in contemporary American society is within the evolving process.

By participating in a telecommunications schema, parents, students, and teachers can transform the limiting reality of physical distance, lack of exchange on the mutuality of experience, the restrictive effects of poor transportation, and an involuted village ego-eentricity to a dynamic statewide satellite classroom offering to all an opportunity for a shared learning experience.

This experiment proposes to study the advantages of satellite technology as a means for the standardization of teaching methodology,

1) Through the creation of a statewide classroom in order to enhance the bush teacher's capacity to provide relevent instruction.
2) We also explore how satellite technology may effect the utilization of a statewide network for the supply of a broad range of instructional resources to teachers for the support of curriculum.
3) Finally, this experiment will demonstrate ATS-F as a tool for involving students, teachers, native teacher aides, and parents with forms of communications for developing self awareness in the process of social integration concept, the design and programing of an original unit of study--"Ourselves; Native Alaskans."

For MAN: A COURSE OF STUDY to become a total learning experience in an awareness of self as man in a broad cultural context, there must be the participation of parents. By the formation of a satellite parent-teacher exchange, they will have the opportunity to participate in a feature series on Alaskan Native Magazine demonstrating the role of the parent as primary instructor of nat-ve Alaskan culture theereby reinforcing the theory base of MAN: A COURSE OF STUDY.

The Library Experiment Program for Adults will function, too, as a reinforcement of the concept of the individual as an information resource in coordination with print and non-print materials. The Library Experiment's Program for Children will serve as a parallel non-classroom learning experience utilizing the theme of MAN: A COURSE OF STUDY, man in an evolving social structure. Both of these programs will support the educational approach of child; parent and professional in merged interaction for learning. It is hoped that "...they will develop a vocabulary for thinking about the human condition in ways that will assist them in coping with the immense cultural distances which divide the modern world."

EVALUATION

Evaluation of this experiment will consist of the degree and extent of participation in the satellite classroom sessions, pre- and post-attitudinal surveys, direct evaluation by teachers of the efficiency of statewide classroom conferencing by a rating form, the number of participants in a satellite parent-teacher exchange, and the number of requests for resource materials and the frequency of their use in teaching the course.

Anchorage School system's use of the MAN A COURSE OF STUDY program might serve as a control group in an urban setting to compare with the experiment and the use of satellite technology.

TIME FRAME

The developmental phase of this experiment will begin February 1973 and continue through the first week of the operational phase. The operational phase of the experiment will commence the last week of August 1974 and will continue through June 1975.

DEVELOPMENTAL AND OPERATIONAL ACTIVITIES

I. DEVELOPMENTAL PHASE - Broad Outline of Activities

Selection of Personnel
Establishment of offices
Experiment design
Review and redesign
Contact local school administrations, faculties, and community individuals
Commence ordering materials
Project program schedule
Develop test programs and evaluation schemata
Locate and develop software and software programing
Determine distrabution schedule of support materials
Review hardware and software function capacity and interface with satellite system

II. OPERATIONAL PHASE - Broad Outline of Activities

On site preliminary coordination of broadcast schedule
Administer Attitudinal Survey
Commence broadcasting prior to school opening
Develop interchange patterns
Review technical difficulties and report to engineers
Conduct satellite inventory of required course materials
Initiate teacher orientation to MAN: A COURSE OF STUDY
Initiate transmission of resource material for classroom use
Initiate local development of satellite parent-teacher exchange through community information aides

Review and modification of design
Commence full design implementation
Disseminate evaluation forms
Expend budget
Prepare final report based on collected data
Distribute final evaluation report to participating agencies and legal entities

ORGANIZATION TABLE

ALASKA EDUCATIONAL
BROADCASTING COMMISSION

Program Content
Manager

ALASKA STATE DEPT.
OF EDUCATION

Experiment Coordinator

Secretary/
Clerical

Clerk/
Typist

Material
Laison
Specialist

Communications

Social
Psychology

Consultants

Instructional
Materials

Education
Methodology

PERSONNEL CHART

DEVELOPMENTAL PHASE PERSONNEL

Because this experiment is a multi-vaceted study focused through the theory and structure of MAN: A COURSE OF STUDY, it is necessary that all aspects of this course be carefully examined and adapted to the particular needs of rural Alaska. The establishment of the lines of interaction between resource centers, schools, administrations, faculty and individuals within the satellite communities will begin well in advance to the operational phase. The personnel for the developmental phase will be identical with those of the operational phase except for the consultants brought in for planning and design during the developmental phase. Personnel essential to the developmental phase will be:

Experiment Coordinator
Material Liasion Speicalist
Secretary/Clerical
Clerk/Typist
Consultants

OPERATIONAL PHASE PERSONNEL - The full organizational table will be employed with the exception of the Consultants.

JOB DESCRIPTIONS

Experiment Coordinator will be responsible for the planning and management of the experiment during the developmental phase and will be satellite discussion leader and primary resource person for bush personnel during operational phase.

Material Liasion Specialist will have the major responsibilites of determining the location of support materials, obtaining these materials, developing and interactive distrobution network, and coordinating with the Instructional Materials and Education Methodology Consultants in determining material selection and accessibility.

Consultants in Education methodology, instructional materials, communications, and social psychology will be brought in to help develop the design of this experiment during the developmental phase.

Secretary/Clerical will function in a support position with responsibility for correspondence, telephone communication, file maintenance, schedule development and maintaining an appointment calendar.

Clerk/Typist will be responsible for the typing and preparing the format for design statement, publicity, evaluation forms, evaluation reports and the copy for other print utilization software.

BUDGET FOR DEVELOPMENTAL PHASE--Computed for 1½ years

Personnel		
Experiment Coordinator	(16,125) 24,188	
Material Liaison Specialist	(14,100) 21,150	
Secretary/Clerical	(9,000) 13,500	
Clerk/Typist	(7,800) 11,700	
Total plus 15% Benefits		81,200
Consultant Costs (150/day for 80 days)		12,000
perdiem (40/day for 80 days)		3,200
Materials		16,000
Supplies		2,500
Office Equipment		2,000
Maintenance and Repair		500
Facilities--Rent and Utilities		3,500
Telephone In-State		3,250
Insurance		450
Printing and Publicity		1,000
Travel		5,000
Total		130,600

*Per Annum salaries for these positions

BUDGET FOR OPERATIONAL PHASE--Computed for 9 months

Personnel plus 15% for benefits	40,600
Supplies	1,500
Maintenance and repair	250
Facilities--Rent and Utilities	1,800
Telephone In-State	2,000
Insurance	300
Printing and Publicity	1,000
Travel	3,000
Total	50,450

COMBINED OPERATIONAL AND DEVELOPMENTAL PHASE BUDGET TOTALS

Operational Phase	50,450
Developmental Phase	130,600
Total	181,050

SPACE AND UTILITY REQUIREMENTS

Rent, utilities, and telephone for space requirements has been budgeted. All video transmission facility requirements will be met by the proposed five video transmission earth stations. Basic to this experiment is earth station terminals present both in classrooms and the community information center.

FEEDBACK, DATA COLLECTING AND REPORT SCHEDULE

The Experiment Coordinator through participation and monitoring each of the experiment sessions will keep a log of the number of participants, sites and their frequency of participation and through a rating scale, the quality of interchange. Field feedback will be collected by community information aides on teacher and teacher aide participation. These will be compiled by the Experiment Coordinator and the Materials Liaison Specialist. Evaluation forms will attempt to describe a subjective view of the value of the experiment within its objectives.

Monthly and quarterly compilations of the above will be combined and submitted to participating schools and legal entities.